PROFILE ANALYSIS OF STUDENTS IN GOVERNMENT AND PRIVATE PRIMARY SCHOOLS

A SYNOPSIS

Submitted to the Himachal Pradesh University, Shimla
For the Degree of

DOCTOR OF PHILOSOPHY
IN EDUCATION

Supervisor:

Prof. Satish Chand Bhadwal
Dptt. Of Education
H.P. University
Summerhill, Shimla-5.

Submitted by:

Samriti
Research Scholar

DEPARTMENT OF EDUCATION
HIMACHAL PRADESH UNIVERSITY
SUMMER HILL, SHIMLA-5

PROFILE ANALYSIS OF STUDENTS IN GOVERNMENT AND PRIVATE PRIMARY SCHOOLS

1. Statement of the Problem

It has been observed that the enrolment in Government Primary Schools is decreasing year after year. The parents have been shifting their wards to private schools. As a result many of the primary schools have been closed. Some examples are given below.

Lohumi (2013) in The Tribune – Online Edition observed:

Despite free text books, uniforms, shoes and mid-day meals, enrolment in government schools are declining sharply and more and more people are sending their children to private schools.

As per the latest data, the enrolment at the elementary level (up to Class VIII) in government schools has over the last five years declined by 1,96,165 students and there is an increase of over 1 lakh students in the rolls of private schools. The total enrolment in 15,052 government schools has plunged from 8,39,615 in 2007-08 to 6,43,450 students in 2012-13. The enrolment up to primary level (Class V) dwindled between 1,11,803 and 85,462 students at the upper primary level (Class VI to VIII).

ENROLMENT (ELEMENTARY SCHOOLS) INCREASE/DECREASE%

Year	Boys	Girls	Total	Boys	Girls	Total
2012-13	320761	322689	643450	-6.63	-5.75	-6.19
2011-12	342031	341236	683267	-8.03	-6.92	-7.48
2010-11	369516	364881	734397	-4.87	-4.24	-4.56
2009-10	387522	380350	767872	-4.83	-4.19	-4.52
2008-09	406253	396294	802547	-4.96	-4.27	-4.62
2007-08	426385	413230	839615	-2.51	-2.13	-2.32

At the same time, enrolment in 2,300 private schools has increased from 2,44, 620 to 3,44,039 students. There has been an increase of 63,898 students up to Class V and 34,621 students from Class VI to VIII. The alarming shift also reflects on the quality of teaching in government and private institutions. It is common knowledge that teachers of government schools are sending their children to private schools. It is obvious that ill-paid teachers of private schools, which lack requisite infrastructure, are doing a much better job than their highly paid counterparts in government schools. Enrolment in government schools, which was as high as 90 per cent in the 1990s, came down to 78 per cent in 2008-09 and has declined by a whopping 10 per cent to 67.93 per cent over the last five years.

The main reason for the decline is that teachers in the private sector are held accountable by the management, whereas there is no accountability in government schools. The Government of India had mandated that staff should be made accountable to the school management committee (SMC), but this has not been implemented due to “pressure” from teacher unions. Consequently, more and more private schools are coming up in rural areas and are considered a better option as they teach English, enforce discipline, have a dress code and more importantly, there is one teacher for each class, unlike government schools.

Despite a declining enrolment, the government is opening more schools and the new state government has only last week decided to reopen a few schools closed by the previous government as part of its election promise. Many of the schools with an enrolment in single digit are being retained just to accommodate "politically influential" teachers.

Nisha Chauhan (2013) in HP Hill Post states:

Big spending to provide education for all children has no effect on retaining children in Government schools of Himachal Pradesh. Enrollment in Himachal Government schools is dropping at a fast rate and is rising in private schools, given the preference public school education is getting.

Making free and compulsory education for students up to 14 years, providing mid-day meals, distributing free dresses twice in a year and from this year having added free travel in Himachal Roadways buses have not proved enough to stop students moving towards private schools, while the government budget for the sector keeps rising. Contrary to it, the fees structure in private schools is rising very fast every year, yet the number of children being enrolled keeps increasing. It is hardly surprising that more people are shifting their children to private schools.

Enrollment at government schools is down by 1.96 lakh in the last five years and the number of students at private institutions is up by over 1 lakh. In 2002, the strength of the students enrolled in private schools was only 32,528. In over 10 years it has increased nearly tenfold to 3,05,420 whereas there are only around 2,900 private schools in the state. On the other had there are 10,573 government primary schools and 1056 middle schools and the enrollments in government schools is 6, 83,267.

There being not enough students has already let the government to close 150 government and many are proposed to be closed in the student enrollment strength did not increase. As such the number of private schools is increasing faster than the decrease in government schools.

Despite the state spending about Rs 2500 crore annually on education, the 2012 annual report pointed out that private schools were performing much better than the government schools. When it came to obtaining results for the public money spent, among the top 4000 positions attained by students as many as 2719 were from private schools.

Rahi (2012) in Daily Post writes:
'Teacher absenteeism' and dismal conditions of the majority of the Punjab government schools across the state are discouraging the parents to send their children to government schools for studies. Constantly decreasing enrolment percentage in the government schools since past three years is speaking volumes about it.

As per the Annual Status Education Report prepared by the ASER centre, a centre which studies the social sector and prepares reports state wise every year, enrolment of the students in Punjab government schools for the year 2011 recorded as 61.19 per cent whereas it was 63.65 per cent in 2010. The year 2011 saw a drop of 4.46 per cent in the enrolment percentage. Similarly in 2009, 67.32 per cent students got enrolled in the government schools.

Contrary to this, the private schools across the state are witnessing increase in the admission process. For the year 2011 enrolment percentage in private schools is calculated as 38.38 per cent. It saw an increase of 2.11 per cent as compared to year 2010 which recorded 36.27 per cent enrolment.

In 2009, the percentage was recorded as 30.08 per cent in the private schools. Analysis of the data is predicting that as the years are passing enrolment percentage in the government and private schools are witnessing an inverse proportion.

Talking to Daily Post, noted educationist and former registrar of Baba Farid University of Health Sciences Pyare Lal said, “Teachers remain absent in the rural government schools most of the time and take little interest in teaching. These are the reasons that discourage the parents to opt for government schools for their children’s better future.”

In the recent study being conducted by Punjab Agriculture University (PAU) Ludhiana, it was noticed that against the sanctioned posts as many as 73 per cent teachers are teaching out of which in the rural areas 30 to 40 per cent teachers remain absent.” Lack of supervision by the state government in case of education sector is making it the worse sector, rued Lal.

The above mentioned facts give rise to following major research question followed by subsidiary questions:

Why enrolment in Government schools is declining despite a number of facilities and incentives being provided by the State Government?

-- Is the quality of education provided by Private schools is superior to Government schools?

-- Do private schools have superior infrastructure facilities?

-- Do Private schools have more qualified and experienced teachers?

-- Are people losing faith in Government schools?

-- Is it a matter of prestige for parents to admit their children in Private schools?

-- Is English as the medium of instruction the main attraction for admitting children in Private schools?

-- Does attractive dress code in private schools attracts children and parents?

-- Are parents admitting their children in Private schools only because their neighbours have also admitted their wards in these schools?

-- Does admitting children in Private schools enhance the self-esteem of parents and children?

In spite of declining trend of enrolment, still there is large number of students in Government schools. It, therefore, also seems imperative to investigate what types of students are joining

two types of schools besides delving into the above mentioned research questions. Under this background, the present problem is taken for investigation.

2. Objectives of the Study

The following objectives will be laid down for the present investigation:

A. Primary Objectives

1. To study profiles of students studying in Government primary schools in terms of the following characteristics:

   a. Gender

   b. Locality -- Rural or Urban or Semi Urban

   c. Community (Social Group)

   d. Language Spoken at Home

   e. Siblings

   f. SES -- House – Kachha or Pucca, Rooms, TV, Fridge, Computer, Washing Machine, Mobile, Aqua Guard/Water Purifier, Induction Cooker, Cooking Gas, Microwave, Mixer-Grinder, Car, Scooter, Motor-bike, bicycle, Location of house from the nearest motorable road.

   g. Mother's Education

   h. Father's Education

   i. Mother's Occupation

   j. Father's Occupation

   k. Family Size

   l. Siblings' Education

   m. Parents' Aspiration

   n. Child's Aspiration

   o. Achievement Level -- Hindi including alphabet, English including alphabet, Arithmetic

   p. Intelligence -- Non-Verbal

2. To study profile of students studying in Private primary schools in terms of characteristics mentioned in objective number 1.

3. To compare profiles of students studying in Government and Private primary schools in terms of characteristics mentioned in objective number 1.

4. To study the views of parents of the children studying in Private schools for preferring private schools.

5. To study the views of parents of the children studying in Government schools for preferring Government schools.

B. Secondary Objectives

1. To construct an opinionnaire for parents of the children studying in Private schools for preferring private schools.

2. To construct an opinionnaire for parents of the children studying in Government schools for preferring Government schools.

3. Delimitation of the Study

The present study will be restricted in the following aspect:

1. The study will be delimited to examining the profiles of the students studying in Government and Private primary school located in territorial jurisdiction of Himachal Pradesh in respect of factors as outlined in the objectives of the study.

4. Operational Definitions of Terms Used

Certain terms will be used in the present study quite frequently. The operational meanings of such words are given below.

A. Profile of a Student

Profile of a student will refer to a set of selected characteristics describing his/her unique identity.

B. Government Primary School

A Government Primary School will refer to a school managed and financed by State Government and comprising Standards I to V.

C. Private Primary School

A Private Primary School will refer to a school managed and financed by private individuals/organization comprising Standards I to V.

D. Profile Analysis

Profile analysis will refer to studying the characteristics of primary school students in terms of type of schools individually as well as in comparative manner.

5. Method

The present investigation intends to study and compare profiles of students studying in Government and Private primary schools in terms of selected characteristics. Also the investigation intends to study the views of parents of the children studying in Private schools for preferring private schools and the views of parents of the children studying in Government schools for preferring Government schools. In view of the objectives of the study, the descriptive method of research seems to be the most appropriate method of research.

6. Sample

In view of the objectives of the study, the following sampling procedure will be adopted:

1. For realizing objectives 1, a sample of 500 students studying in classes I to V in Government Primary Schools situated in five Districts of Himachal Pradesh will be taken. The five districts will be selected randomly. It has been observed that in many Government Primary schools the number of students is meagre. Therefore, it is not possible to pinpoint the number of schools to be included in the sample. If the number of students studying in a primary school is 25 or less, all the students from that school will be included in the sample. The incidental sampling technique will be adopted to select the schools.

2. For realizing objective 2, a sample of 500 students studying in classes I to V in Private Primary Schools situated in five Districts of Himachal Pradesh will be taken. The sampling strategy for this objective will be similar to objective 1.

3. In order to attain objective 4, a sample of 200 parents whose children are studying in Private schools will be taken following incidental sampling technique.

4. In order to attain objective 5, a sample of 200 parents whose children are studying in Government schools will be taken following incidental sampling technique.

7. Instruments to be Used

The following tools will be used to collect necessary data for the present study:

A. Student Profile Check-List

A Student Profile Check-List will be prepared to collect information about the following characteristics of students:

a. Gender, b. Locality, c. Community, d. Language Spoken at Home, e. Brothers and sisters, f. SES. g. Mother's Education, h. Father's Education, i. Mother's Occupation, j. Father's Occupation, k. Family Size, l. Siblings' Education, m. Parents' Aspiration, n. Child's Aspiration

B. Academic Performance Tests

In order to assess the level of academic performance of the said students in Hindi, English and Arithmetic, the methodology adopted by Annual Status of Education Report facilitated by Pratham with some modifications will be used as given below.

Hindi Test

Hindi test will consist of six parts. In the first part, the students will be asked to recognize the given set of ten Hindi alphabet letters. In the second part, the students will be asked to read comfortably ten common and familiar two-letter words with one or two matras. In the third part, the students will be asked to read out four simple linked sentences, each having not more than 4 to 5 words and are equivalent to standard I level. In the fourth part, the students will be required to read out clearly, easily, continuously a longer paragraph consisting of nine sentences in the form of a story. The words used in this paragraph will be common presenting a theme of a familiar context and will be equivalent to standard II level. In the fifth part, the investigator will dictate ten letters; six simple and familiar two and three letter words and six simple and familiar sentences equivalent to standard I level and ask the students to write down the same in their notebooks. In the sixth part, the students will be asked to write Hindi alphabet.

English Test

The English test will consist of six parts. In the first part, students will be asked to identify ten capital alphabet letters. In the second part, the students will be asked to recognize ten small alphabet letters. In the third part, the students will be asked to read six simple three letter words. In the fourth part, the students will be asked to read five simple common and familiar sentences with ease, fluency and like a sentence. In the fifth part, the investigator will dictate ten letters; and six simple and familiar two and three letter words and ask the students to write down the same in their notebooks. In the sixth part, the students will be asked to write English alphabet.

Arithmetic Test

The Arithmetic test will consist of five parts. In the first part, the students will be asked to identify correctly the given seven single digit numbers. In the second part, the students will be asked to identify correctly the given ten two digit numbers. In the third part, the students will be asked to solve six addition problems consisting of two and three digit numbers without and with carry. In the fourth part, the students will be asked to solve six subtraction problems consisting of two and three digit numbers without and with borrowing. In the fifth part, the investigator will speak out ten, two and three digit numbers and ask the students to write on their notebooks.

C. Intelligence Test

A non-verbal intelligence test (Coloured Progressive Matrices by Raven (1998) or Kaufman Assessment Battery for Children: Second Edition by Kaufman and Kaufman (2004) or Universal Non-verbal Intelligence Test (UNIT) by Bracken & McCallum (1998)] will be used to assess the level of intelligence of the sampled students.

D. Schedule for Parents whose Children are Studying in Private Schools

A schedule will be prepared for the parents whose children are studying in Private schools to study their views for preferring private schools.

E. Schedule for Parents whose Children are Studying in Government Schools

A schedule will be prepared for the parents whose children are studying in Government schools to study their views for preferring Government schools.

8. Procedure

The data will be collected from sampled students and parents using the relevant tools.

9. Analysis and Interpretation of Data

A. The data for objectives 1 and 2 will be analyzed using the techniques of frequency distribution, percentages and means.

B. The data for objective 3 will be analyzed using the techniques of chi-square and t-test.

C. The data for objectives 4 and 5 will be analyzed item-wise using the techniques of frequency distribution, percentages and chi-square.

10. Conclusions and Discussion of Results

On the basis of analysis and interpretation of data, the relevant conclusions will be drawn and detailed discussion of results will be made.

11. Summary

The total work discussed in earlier Chapters will be summarized in order to provide a dip stick view of the work.

12. References

All the references cited in the text will be listed under `References'.

13. Appendices

The tools prepared and used by the researcher will be appended after References.

References

Rakesh Lohumi. **Despite freebies, enrolment in govt. schools on a decline.** The Tribune: Online Edition: Himachal Pradesh Edition, Chandigarh. TNS. February 4, 2013 http://www.tribuneindia.com/2013/20130204/himachal.htm#1

Retrieved on 28.05.2013.

Nisha Chauhan. **Enrollments drop in government schools as Himachal big spends on education.** HP Hill Post—Opinion. May 26, 2013
http://hillpost.in/2013/05/enrollments-drop-in-government-school-as-himachal-big-spends-on-education/74443/
Retrieved on 28.05.2013 at 04.00 AM

Himanshi Dhawan. **Enrolment in schools rises 14% to 23 crore.** The Times of India – Education. TNN. Jan 22, 2013, 01.08AM IST
http://articles.timesofindia.indiatimes.com/2013-01-22/news/36483408_1_enrolment-higher-secondary-schools-primary-schools
Retrieved on 18.06.2013 at 08.00 PM.

Baninder Rahi. **Punjab -- Enrolment in govt schools on the decline. Daily Post**: Journalism of Hope**, India,** Feb. 25, 2012, **10:10:58** AM. Chandigarh,
http://www.dailypostindia.com/news/12767-enrolment-in-govt-schools-on-the-decline.html
Retrieved on 28.05.2013.